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§1–303.

The foundation of a world–class education system in Maryland under The Blueprint for Maryland’s Future for education will require:

(1) Early support and interventions for young children and their families, including:

(i) Coordinating and providing services for children and families with the greatest need through centers located in the neediest communities; and

(ii) Expanding access to high–quality, full–day prekindergarten programs for 3–year–olds and 4–year–olds through a mixed delivery system;

(2) High–quality diverse teachers and school leaders in every school, requiring:

(i) Elevation of the teaching profession to a profession comparable to other fields, with comparable compensation, that require a similar amount of education and credentialing with career ladders that allow the advancement of teachers and principals based on knowledge, skills, performance, and responsibilities;

(ii) Teacher preparation programs in the State’s postsecondary institutions that are rigorous and prepare teacher candidates to have the knowledge, skills, and competencies needed to improve student performance and to teach all students successfully regardless of the student’s economic background, race, ethnicity, and learning ability or disability; and

(iii) State exit standards from teacher preparation programs and State standards for teacher licensure that require prospective teachers to demonstrate that they have the knowledge, skills, and competencies to successfully teach students from all backgrounds;

(3) An instructional system that is benchmarked to world–class standards and fully aligned from prekindergarten through 12th grade to a college and career readiness standard, including:

(i) A college and career readiness standard set to world-class standards that certifies that by the end of 10th grade, and not later than the end of 12th grade, a student has the requisite literacy in English and mathematics to be successful in first-year, credit-bearing coursework at a Maryland community college or open enrollment postsecondary institution;

(ii) Pathways for students who achieve college and career readiness by the end of 10th grade to choose to pursue:

1. Highly competitive college preparatory programs;

2. Early college programs that:

A. Provide college credit and allow a student to earn an associate degree in high school at no cost to the student; and

B. Determine eligibility through other factors including assessments, academic performance reviews, and guidance counselor recommendations; and

3. Career and technology education programs, including expanded opportunities for science-based, certified agriculture education, that:

A. Are developed in partnership with the private sector;

B. Include an apprenticeship or other workplace experience; and

C. Lead to an industry-recognized credential by the end of high school; and

(iii) Pathways for those students who have not achieved the college and career readiness standard by the end of 10th grade that enable them to achieve the standard by the end of 12th grade;

(4) A system designed to meet the needs of all students so they can be successful, including the capability to:

(i) Quickly identify students who are falling behind grade level; and

(ii) Provide the appropriate, individualized instruction and supports needed to get the student back on track for college and career readiness;

(5) Additional supports and services for students who need them to stay on track for college and career readiness, including:

(i) Students from low-income families as a proxy for the number of students who may need additional supports to perform at grade level and stay on track for college and career readiness;

(ii) Students from families where English is not the primary language; and

(iii) Students with disabilities;

(6) Equitable learning outcomes regardless of a student's family income, race, ethnicity, disability, or other characteristics;

(7) Additional resources, supports, and services for children in Maryland who are living in communities with great needs, including high poverty rates, high crime rates, and lack of access to adequate health care and social services, with resources provided at the school level and in the community;

(8) Funding that is sufficient to enable students to achieve the State's performance standards and that is distributed equitably to school systems and schools across the State; and

(9) A strong system of accountability with the authority to hold all of the entities that are an integral part of the education system accountable for implementing The Blueprint for Maryland's Future and ensuring that funds are being spent effectively consistent with the policy framework to ensure that all students are successful.

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